



## Pupil premium strategy statement 2022-2023

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Moorlands Primary School
Number of pupils in school	205
Proportion (%) of pupil premium eligible pupils	37%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2023 to 2024-2025
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Kate Roberts Head Teacher
Pupil premium lead	Kate Roberts Head Teacher
Governor / Trustee lead	Elaine Benbow Chair of Governors

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£106,950
Recovery premium funding allocation this academic year	£10,875
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£117,825

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

We recognise that there has been an increase in social and emotional needs particularly faced by vulnerable pupils, this can create a barrier to learning which can impact on pupil attainment and progress.

We strongly believe that if our curriculum is based around language and questioning this will result in better communication which will foster a love of reading and improve pupils' writing, reading and mathematical understanding. By targeting these areas, we are confident that we can further improve outcomes for our pupils at the end of Key Stage 2 and improve attainment in phonics.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set across the curriculum
- act early to intervene at the point need is identified
- to provide social and emotional support to ensure that disadvantaged pupils build up resilience and have positive behaviour attitudes to learning
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p> <p>This impacts on pupils' ability to articulate, explain and reason.</p>
2	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than other pupils. This negatively impacts their development as readers.</p> <p>Year 1, phonic screening check 2021-2022 60%</p> <p>Reception, Language and Communication 2021-2022 63%</p>
3	<p>Internal and external (where available) assessments indicate that Maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>KS2 difference between the pupils getting expected or above is 16.3%.</p> <p>Disadvantaged pupils expected and above 56.4%</p> <p>Non-disadvantaged pupils expected and above 72.7%</p>
4	<p>Our assessments, observations and discussions with pupils and families indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations in maths and reading. This has also impacted on pupils' ability to be resilient learners and have positive behaviour attitudes.</p> <p>Teacher referrals for support have markedly increased over the last two years. 34 pupils (24 of whom are disadvantaged) currently require additional support with social and emotional needs, with 8 (4 of whom are disadvantaged) receiving small group interventions. An ELSA has been appointed for September 2022 to provide social and emotional support to pupils and their families.</p>
5	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 5-7% lower than for non-disadvantaged pupils.</p> <p>2021-2022 46% of disadvantaged pupils have been 'persistently absent' compared to 10% of other pupils during the same period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress. It is also impacting on disadvantaged pupils' social and emotional needs.</p>

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. Pupils are able to articulate, explain and reason confidently across the curriculum subjects
Improved reading attainment among disadvantaged pupils.	Year 1 phonic screening check shows that pupils are at least at national average. KS2 reading outcomes in 2024/25 show that more than 70% of disadvantaged pupils meet the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than 70% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>Well-being Charter Mark survey – completed every 2 years</li> <li>Values Based Education renewed 2025</li> <li>ELSA role impacts on pupils' resilience leading to a reduction in pupil number referred</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>the overall absence rate for all pupils being no more than 7%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 30%.</li> <li>the percentage of all pupils who are persistently absent being below 20% and the figure among disadvantaged pupils being no more than 10% lower than their peers.</li> <li>Attendance Officer impacts on family</li> </ul>

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£60,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p> <p><a href="https://www.nfer.ac.uk/for-schools/products-services/nfer-tests/">https://www.nfer.ac.uk/for-schools/products-services/nfer-tests/</a></p>	1, 2, 3, 4
<p>Purchase of additional resources to deliver the Read Write Inc. programme <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.</p> <p>Phonic sessions taught daily by class teachers and TAs</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p><a href="https://www.ruthmiskin.com/">https://www.ruthmiskin.com/</a></p> <p><a href="https://www.oxfordowl.co.uk/please-log-in">https://www.oxfordowl.co.uk/please-log-in</a></p>	1,2
<p>Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.</p> <p>Read Write Inc Comprehension to support pupils in securing a strong start to comprehension and language</p>	<p>Reading fluency impacts on pupils' comprehension and understanding.</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p><a href="https://www.ruthmiskin.com/">https://www.ruthmiskin.com/</a></p> <p><a href="https://www.oxfordowl.co.uk/please-log-in">https://www.oxfordowl.co.uk/please-log-in</a></p>	1,2
<p>Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for</p>	1,2

Purchase of Fresh Start to target pupils in Years 5 and 6	disadvantaged pupils: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a> <a href="https://www.ruthmiskin.com/">https://www.ruthmiskin.com/</a> <a href="https://www.oxfordowl.co.uk/please-log-in">https://www.oxfordowl.co.uk/please-log-in</a>	
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. White Rose CPD whole school-Jigsaw Package. Development of: <ul style="list-style-type: none"> <li>• Concrete, pictorial &amp; abstract methods</li> <li>• Bar modelling</li> <li>• Mathematical talk &amp; questioning</li> <li>• Reasoning &amp; problem solving</li> <li>• Thinking through</li> </ul>	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: <a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a>  The EEF guidance is based on a range of the best available evidence: <a href="#">Improving Mathematics in Key Stages 2 and 3</a>	1, 3
Improve the quality of social and emotional (SEL) learning. Training for ELSA – school's employs an ELSA.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): <a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a>	4, 5

## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£31,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Development of language and vocabulary ladders – Tiers 1,2 and 3 for each subject.	Oral language interventions can have a positive impact on pupils' language skills. Use of NELI and WELLCOMM interventions. <a href="https://www.teachneli.org/">https://www.teachneli.org/</a> <a href="https://www.educationendowmentfoundation.org.uk/oral-language-interventions">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	1, 2
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support Reception – Year 4	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <a href="https://www.educationendowmentfoundation.org.uk/phonics-toolkit-strand">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a> <a href="https://www.ruthmiskin.com/">https://www.ruthmiskin.com/</a> <a href="https://www.oxfordowl.co.uk/please-log-in">https://www.oxfordowl.co.uk/please-log-in</a>	1, 2
Additional phonic sessions targeted at disadvantaged pupils who require further support Year 5 and 6	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Use of Fresh Start in Years 5 and 6 <a href="https://www.educationendowmentfoundation.org.uk/phonics-toolkit-strand">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a> <a href="https://www.ruthmiskin.com/">https://www.ruthmiskin.com/</a> <a href="https://www.oxfordowl.co.uk/please-log-in">https://www.oxfordowl.co.uk/please-log-in</a>	1,2
Additional maths sessions targeted at disadvantaged pupils who require further support – focus on fluency and basic maths skills	White Rose scheme alongside DFE small steps. Evidence that this impacts on fluency and reasoning skills <a href="https://www.educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</a>	1,3

	<a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf</a>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£21,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance consultant SLA for next 3 years to target attendance and engage parents and pupils, through home visits, support and interviews.	<p>Increase in attendance for disadvantaged pupils from SIMs data</p> <p>The DFE guidance from September 2022 to support expectations</p> <p><a href="https://www.gov.uk/government/publications/school-attendance">https://www.gov.uk/government/publications/school-attendance</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</a></p>	5
<p>ELSA trained and employed to support pupils and families with social and emotional needs.</p> <p>To be trained as a deputy DSL to provide targeted support for families.</p>	<p>The findings suggest the ELSA programme has a perceived positive impact on multiple components of pupil wellbeing. These components include positive emotions, negative feelings, engagement, resilience, optimism, accomplishment and relationships</p> <p><a href="https://psychologyfirst.co.uk/our-services/elsa-training-and-supervision/">https://psychologyfirst.co.uk/our-services/elsa-training-and-supervision/</a></p> <p><a href="https://www.elsanetwork.org/elsa-network/other-research/">https://www.elsanetwork.org/elsa-network/other-research/</a></p>	4 , 5

<p>Peace makers programme to target resilience, how to cope with conflict – strategies</p> <p>CPD for all staff, pupils in Years 4 and 5 and dinnertime supervisors</p>	<p>Aim of the programme:</p> <ul style="list-style-type: none"> <li>• Develop empathy</li> <li>• Develop self-esteem and resilience</li> <li>• Able to think critically</li> <li>• Ability to listen</li> </ul> <p><a href="https://peacemakers.org.uk/case-studies">https://peacemakers.org.uk/case-studies</a></p> <p><a href="https://peacemakers.org.uk/">https://peacemakers.org.uk/</a></p>	
<p>Opportunities and experiences which disadvantaged pupils may not have access to/ links to cultural capital:</p> <p>Learning a musical instrument</p> <p>Opportunities for educational visits and residential.</p>	<p>Providing pupils with opportunities they would not normally have access to increase engagement in learning, impacting on attendance, behaviour.</p> <p><a href="http://www.pupilpremiumawards.co.uk/ppawards2015/2013">http://www.pupilpremiumawards.co.uk/ppawards2015/2013</a></p> <p><a href="https://www.trueeducationpartnerships.com/schools/what-is-ofsted-cultural-capital/">https://www.trueeducationpartnerships.com/schools/what-is-ofsted-cultural-capital/</a></p>	All
<p>Ensuring that disadvantaged pupils have access to breakfast.</p> <p>Magic breakfast programme - engagement and paying 25% of total cost</p>	<p>Importance of pupils being ready to learn. Impact on attendance.</p> <p><a href="https://www.magicbreakfast.com/">https://www.magicbreakfast.com/</a></p>	All

**Total budgeted cost: £112,000**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

The purchase and support of the Read Write Inc programme, alongside engagement with the English Hub has resulted in pupils making greater progress in phonics in Reception and Year 1. Pupils have mastered more sounds when compared 2020-2021. This means that some pupils in Years 1 have completed the phonics programme and will be engaging in the Comprehension Read Write Inc. (purchased with pupil premium funding 2022-2023). Pupils in Years 5 and 6 will access Fresh Start.

Reading fluency has resulted in a greater amount of pupils being heard read regularly by an LSP, this has impacted on pupils' engagement in reading for pleasure and pupils making greater progress in PM benchmarking assessments. Internal data evidenced that disadvantaged pupils made at least 6.0 APS over the year in reading. Gap is less than 0.30 APS.

Maths uses White Rose and a focus has been on fluency and reasoning. Staff engaged with NCETM programmes. Internal data evidenced that disadvantaged pupils made at least 6.0 APS over the year in maths. Gap is less than 0.81 APS.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of blended learning and the high update particularly in Years 4-6.

The social and emotional well-being and resilience of all our pupils is very important to us at Moorlands. The School continues to fund a nurture group to ensure pupils who require nurture readily have access. A LSP supports the development of social skills at lunch times in the KS2 playground through organising structured games. A LSP delivers the 12 week 'Building Bloxs' programme to a small group of pupils and as a 1-1 intervention and the Titan project. Due to the increase in needs an ELSA is being trained 2022-2023.

Overall attendance in 2020/21 was higher than in the preceding 2 years at 96%, although 2021/22 attendance was 92%. At times when all pupils were expected to attend school, absence among disadvantaged pupils was 5% higher than their peers and persistent absence 34%

higher. These gaps are larger than in previous years, which is why attendance is a focus of our current plan and why the school is having an Attendance Officer SLA (3 years initially)

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan such as the employment and training of an ELSA, a senior leader completed the Senior Mental Health DFE funded training and the school achieved the Values Based Education Mark and the Well-Being Charter Mark.

## Further information (optional)

### **Additional activity**

The school has engaged with Teach First providing staff with access to CPD. Teaching and learning approaches were modified so that the Rosenshine Principles are used as the teaching and learning style.

School engaged with the NCTEM fluency programme for EYFS and Key Stage 1 and the Mastery KS2 programme.